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ABSTRACT

This document was developed to assist Colorado school districts in establishing a comprehensive arts curriculum. The assigned task force identified three goals: (1) expression, production, and performance of the arts; (2) analysis, interpretation, and evaluation of the arts; and (3) personal, cultural, and historical understanding. Within each goal, five progressive cycles are provided. In order to reach cycle five on each learning spectrum, the students need to demonstrate that they have experienced and developed the earlier skills. For example, in the first goal, the visual arts learning spectrum consists of three sections, process, perception, and appreciation. In the appreciation section, cycle 1 requires that students be able to recognize expression and describe effects of various media. Cycles 2, 3, and 4 build on these skills and in the final cycle students are expected to be able to explain empathetic response to works of art, and participate in critiques of student and professional works using appropriate terminology and methodology. The guide reflects the premise that the paramount thrust of the curriculum should be the development of attitude, self-worth, productivity, study and discipline skills all resulting in a higher level of thinking potential in each cycle for all students. The overall aim is to place the basic knowledge of students in an historical and cultural perspective and to develop personal growth skills as an outlet for creative expression. (KM)

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SCOPE AND SEQUENCE

FOR

CURRICULUM DEVELOPMENT

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VISUAL ART

Also Available for:

Dance

Music

Theatre

A Project of the
School Effectiveness Unit
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School Effectiveness Unit
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Fine Arts Rationale

The attached Scope and Sequence for the Fine Arts were developed to assist Colorado school districts in establishing a comprehensive arts curriculum.

The goals:
1. Expression, Production, and Performance of Arts;
2. Analysis, Interpretation, and Evaluation of Arts;
3. Personal, Cultural, and Historical Understanding;

were developed by the Colorado Fine Arts Task Force in March 1986 to facilitate the writing and revision process of arts curricula in the areas of: **Dance, Music, Theatre, Visual Art.**

Within each goal, five progressive cycles are provided. Each cycle is dependent on the previous cycle with the entry level always beginning on Cycle One regardless of the entry grade level. The five cycles in each content spectrum indicate the development of the skills in that area. Each content area may be introduced at any grade level, taking into consideration the developmental level of the students. In order to reach Cycle Five on each spectrum, the students should demonstrate that they have experienced and developed the earlier skills. This Scope and Sequence is presented in a cyclical manner to illustrate the nature of the creative process.

Specific student objectives should be developed at the local level to adapt the Scope and Sequence to the needs of the individual school district. Materials, resources, and additional activities needs are readily available in many published courses as well as in individual teacher's resource files.

Since the outcomes of the arts curricula are often times involved with a final performance or product, it is imperative for school districts to develop curricula that address not only the needs of the performance/ exhibit oriented student, but the needs of the non-performer alike.

Therefore, the paramount thrust of the curriculum should be the development of attitude, self-worth, productivity, study, and discipline skills all resulting in a higher level of thinking potential in each cycle for all students. It is the desire of the Colorado Department of Education to provide the Scope and Sequence for Arts Education in an effort to complete the basic knowledge of students in an historical and cultural perspective and as a method of developing personal growth skills as an outlet for creative expression.

Charles J. Cassio, Fine Arts Consultant 303/866-6790
School Effectiveness Unit

Goal 1: Expression, Production, and Performance of Arts **VISUAL ART**

Learning Spectrum

	Process	Perception	Appreciation
Cycle 1	Identify and manipulate a variety of tools and materials to express feelings and ideas. Develop a vocabulary based on design elements.	Identify and respond to various media and recognize examples of art terms.	Recognize expression and describe effects of various media.
Cycle 2	Combine and compare materials, and experiment with different art processes. Develop a vocabulary based on elements and principles of design.	Understand a safe and sequential use of tools and materials. Recognize examples of art terms and respond to effects of media and styles.	Recognize and describe expression and effects of various media, styles, and movements.
Cycle 3	Explore and problem-solve using a variety of 2-D and 3-D processes and styles. Utilize a vocabulary of commonly-used art terms.	Respond to effects created by media, styles, movements; understand differences of art terms.	Value unique characteristics of artists' choices through exploration; apply appropriate art terms.
Cycle 4	Explore, problem solve, and demonstrate competence in using 2-D and 3-D processes and critique methods.	Identify and compare diverse art works, and describe functions of elements and principles in compositions.	Value unique characteristics of media and styles, recognize uses of elements and principles to communicate ideas.
Cycle 5	Demonstrate advanced facility to manipulate media and make informed choices determining visual effect. Demonstrate advanced critique methods.	Describe and respond to media and relationships among the elements and principles within complex compositions.	Explain empathetic response to works of art; participate in critique of student and professional works using appropriate terminology and methodology.

Goal 2: Analysis, Interpretation, and Evaluation of Arts **VISUAL ART**

Learning Spectrum

	Perception	Evaluation	Appreciation
Cycle 1	Recognize the design elements in works of art. Recognize differences in visual responses.	Recognize artists' concepts.	State preferences of works of art.
Cycle 2	Compare mood and subject-matter in works of art.	Judge and choose works of art based on emotional, technical, and aesthetic qualities.	Discuss aesthetic qualities in the environment or in works of art.
Cycle 3	Identify and describe artists' techniques.	Discover content through components.	Value the relationship between content and techniques. Accept a variety of approaches artists have used to communicate ideas.
Cycle 4	Identify and compare design and thematic relationships in compositions.	Analyze the significance of artists' choices on content.	Analyze the relationship between content and techniques.
Cycle 5	Assess components and explain relationships to composition.	Assess and explain the degree to which media and techniques communicate content.	Establish empathy with relationship of structure and intent.

Goal 3: Personal, Cultural, and Historical Understanding **VISUAL ART**

Learning Spectrum

	Personal/Interpersonal Knowledge	Cultural/History/Appreciation
Cycle 1	Recognize that art communicates ideas and feelings through personal symbols and images.	Recognize that artists communicate ideas and feelings through visual symbols and images.
Cycle 2	Demonstrate that art communicates personal ideas and feelings by utilizing elements/principles, memory, fantasy, and environment.	Identify how artists use cultural/historical themes to communicate their ideas and feelings.
Cycle 3	Choose appropriate media and use knowledge of design to effect outcomes of personal artwork. Recognize how composition depicts themes.	Recognize and discuss artists' contributions to culture and history.
Cycle 4	Produce artwork with meaningful theme that is set in a cultural/historical context.	Recognize and value the importance of art as a recorder of the human condition.
Cycle 5	Evaluate how themes relate to cultural/historical contexts by defending choices of media/techniques, compositional components and subject matter in own artwork.	Assess the level of communication and contribution of artwork to human history by relating artists' premises to historical/cultural themes and events.